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ABSTRACT

This manual describes how to set up and operate a pretrial intervention program for female first offenders which offers an intensive career counseling service and puts emphasis on placing participants in nontraditional jobs. Divided into three sections entitled--The Way It Is; What You Can Do; and How You Assess It--the guide gives an overview of the double disadvantage and problems of being both a woman and an offender; guidelines on setting goals and developing and implementing the program; and notes on how to evaluate services and develop client profiles. Developers state that women successfully completing this goal oriented probationary program do not go to trial and are given an opportunity to have their charges dismissed. Without the offender stigma, employment options appear to increase, the rearrest rate is often reduced, and these women appear to have a better chance of becoming self-confident, self-supporting members of society. Appended are a bibliography on women offenders, a list of funding sources, and model inventories and questionnaires for use in a program. Also included is the script and an order form for a filmstrip describing the experience of one women who participated in the Pennsylvania program upon which the manual is based. (MEK)

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JOB OPTIONS: FIRST OFFENDER WOMEN

A PRE-TRIAL INTERVENTION PROGRAM

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INTRODUCTION

Today, more and more women face a critical life situation in which they have no alternative but to be self-supporting. The woman offender--disadvantaged, undereducated, and unskilled, often the sole support of children--especially feels this need because there are few services or opportunities available to her. She is still considered by some as undesirable, unwanted by society, and unworthy of assistance. She has little hope of ever making a decent life for herself. To redirect her life from one that is supported by welfare, or worse, by crime, requires a program of positive action. This means a program of service to upgrade the skills of the woman offender; of counseling to assist her in becoming job ready in the broadest sense of the term (that is, an expansion of what has been traditionally known as women's work); and most important, of active search for good-paying jobs.

Such a program was developed for clients at the early stages of criminal involvement by Job Options, Inc. in Harrisburg, Pennsylvania, to offer the first offender woman a means to pull herself out from a life of poverty and crime and to be able to function in society as a capable, self-sufficient person.

The service is called a pre-trial intervention program because it is a mechanism by which some individuals will not go to trial; instead, they will be put on a new form of positive probation and given the opportunity to have their charges dismissed if they successfully complete their probationary period. During this time an intensive career-counseling,

job-placement service is needed. In fact, without the stigma of a conviction record, employment opportunities increase and the likelihood of future criminality decreases.

The intent of this manual and the accompanying filmstrip is to encourage and increase awareness of the problems of the woman offender and to provide guidance on how to work toward solving the special problems of this segment of the population. Facilitators should be especially sensitive and prepared for open and frank discussion of some "real life" concerns of first offender women, i.e., needs for supportive services, child care, housing, welfare and support issues, marital problems and other social relationships, as well as difficulties faced by learning new skills in a male-dominated work place. The background information here and the operational guidelines encompassed in these pages should serve as a useful tool for turning this concern into definite action: the establishment of similar projects in communities throughout the country. These materials should be used as a reference base on which to build a carefully assessed and designed program that fits into specific communities and helps as many female offenders as possible to become self-supporting women in our society.

The terminology "she" as used in this booklet represents both female and male genders.

THE WAY IT IS

the problem

The first offender woman enters the job market with two strikes against her: one, she is a woman and two, she is an offender.

one, she is a woman....

Though today's woman has come a long way on the road to "sexual equality," studies indicate that she still has many miles to travel. The 1977 Labor Department Report states that a woman earns $.59 for every $1.00 a man earns. At the current rate of a 5¢-per-year gain for women, it could be 2059 before sexual equality becomes a reality. The number of women in the labor force nearly doubled between 1955 and 1977 to 40.067 million, while the number of men in the labor force increased by only 20% to 49.467 million. However, the income differences between men and women remain substantial; the median income of full-time working women in 1976 was $8,312, only 60% of the $13,859 median for men. Why?

First, women have less of an opportunity to enter the better paying blue-collar market. Sex-role stereotyping and at times discrimination have frustrated women into a limited concentration of low-paying, low-status jobs. One-third of all working women are concentrated in only seven jobs: secretary, retail salesclerk, household worker, elementary-school teacher,

bookkeeper, low-level food service worker, and nurse. In fact, women are 98% of all secretaries, 94% of all typists, and 78% of all clerical workers. In contrast, women make up less than 10% of all skilled workers and less than 5% of top management.

Most distressing, though, is the point that another major cause of lower wages for women is discrimination in its purest form: unequal pay for equal work. Even in low-paying jobs, women's wages are often lower than men's. Median weekly earnings of full-time wage and salary workers in May 1976 are shown in the Comparative Earnings chart below (1977 Labor Department Report).

Comparative Earnings between Women and Men

	Women	Men	Women's Earnings as a % of Men's
Sales	$111	$244	45%
Clerical	147	228	64
Service	109	170	64
Construction	167	244	68
Manufacturing	137	231	57

Add to these figures the facts that (a) 13.6 million children under 18 have mothers in the labor force and fathers either absent or unemployed, (b) there are only one million spaces available in licensed child care programs for the almost six million pre-school-age children whose mothers work, and (c) two out of three of the people living at the poverty level in the United States are women, and it becomes understandable that the personal responsibilities and problems women face magnify the importance of a good-paying job as well as the difficulty of acquiring one.

The disadvantaged woman's need for a job for survival makes her react

acutely to her how wages or lack of employment. She has few options open to her--only with extremely good luck can she find a "decent" paying job, or she may go on welfare. If she is unlucky and finds no alternatives, she may commit economically motivated crimes such as shoplifting, check forgery, larceny, or prostitution.

two, she is an offender....

Once a woman resorts to crime for survival and attaches the word "offender" to her name, the odds against her successful rehabilitation are formidable. Although statistics show that the incidence of female crime is increasing at a high rate, women still constitute only about 15% of total arrests. The female offender is relatively few in number and therefore easily ignored.[1]

The unique problems of the female offender are nowhere more evident than in the local jail. In many jails women must be locked in their cells all day because no other provision has been made for them. Recreation, education, and vocational services may not be available to women in jail because of lack of supervision, inadequate facilities, and fear of mixing men and women. Due to the small number of women inmates, the consequent high cost of training per woman seems unjustifiable in the budgets of many agencies; there is also a feeling that women criminals pose less of a threat to society than their male counterparts and therefore do not warrant the same financial expenditures. The work experience that female inmates gain is usually of such a menial and unskilled nature so as to be irrelevant to the sophisticated labor market of the major urban centers to which most will return.

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[1]Roberta Rovner-Piecznik, A Review of Manpower Research and Development Projects in the Correctional Field 1963 to 1973, United States Department of Labor Manpower Administration, 1973.

Unfortunately, the problems the female offender faces in jail and with rehabilitative services are only one aspect of more deeply rooted problems. The profile of the typical woman offender is bleak and filled with obstacles she has to overcome to survive. Women offenders are among the most disadvantaged groups of people in this country. A recent Women's Bureau study (of the Department of Labor) of women in two federal reformatories shows a typical inmate as a relatively young, poor, urban black woman who is responsible for her children's and her own economic support; she has a low-paying, low-skilled job or is on welfare.

She is poorly educated, making it difficult for her to secure higher paying jobs. The average level of education of female prisoners[1] ranges from a low of grade five in some prisons to a high of grade 10 in others. About 60% score below the eighth-grade level and only 3% score at or above the twelfth-grade level.

She is without job skills, so her options are limited. It has been established by the Department of Labor that as many as 30% of the women in prison were on welfare before they were incarcerated. A study by Daniel Glaser[2] shows that 46% of the offenders studied had been employed less than 50% of the time in the two years prior to incarceration, even during a time of high employment.

And she is a mother, often her family's sole support, which makes employment out of the question until she secures child care arrangements. A 1972 survey[3] of conditions in New York shows that two-thirds of incarcerated

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[1]Edna Chandler, Women in Prison, 1973.

[2]Daniel Glaser, The Effectiveness of a Prison and Parole System, 1964.

[3]Omar Hendrix, "A Study in Neglect: A Report on Women Prisoners," New York, 1972.

women had one or more dependent children and often were forced to separate their children into foster homes during incarceration. In Pennsylvania jails,[1] 80% of the women had dependent children.

Any one of these problems can be labeled a "disability" for an individual; a combination of them is often overwhelming to the female offender, and once released she might revert to crime. Age, type of offense, and prior criminality are major predictors of crime. Offenses most likely to be repeated are those of an "economic," non-violent nature: the type common to female offenders. Further, those who revert to crime apparently do so because they lack the confidence and means of attaining adequate employment. Employment not only affects offenders' ability to support themselves without recourse to crime, but also is a rehabilitative tool; it is a major influence on the nature of their associates, their use of leisure time, their self-concept, and their expectations for the future.

The female offender simply has too many strikes against her to make it by herself. She needs help to build a future of which she can be proud.

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[1]American Association of University Women, Report on the Survey of 41 Pennsylvania Court and Correctional Services for Women and Civil Offenders, 1969.

the need

The undesirable, unwanted, "offender" stigma with which society has marked the female offender must be discarded before she can build a future for herself. The success of her life depends on the level of concern, awareness, and help extended to her by our society. The female offender's peculiar problems must be addressed with a positive, direct plan of service.

Her profile of low education and inadequate job skills indicates the need for career counseling, education, vocational training, and job placement at the earliest possible stage of her criminal involvement. It wasn't until Job Options, Inc. was established in Dauphin County, Pennsylvania, that it became apparent that a pre-trial intervention program primarily for women offenders was needed in every community.

A pre-trial intervention program responds to both the need for alleviating clogged court caseloads and the belief that effective community assistance serves selected offenders and the community better than incarceration. These offenders are offered a chance to have their criminal charges dismissed by the court upon successful completion of the probation period. By being part of a pre-trial intervention program, they have greater advantages in the job market.

Under current guidelines, employers may ask if an individual has a conviction record but may not inquire about an arrest record. A client who is a member of a pre-trial intervention program has only an arrest and not a conviction record, thus eliminating a cause of stigma and possible rejection as a potential employee.

Even when an employer is aware of the woman's offense and is still agreeable to hiring her, problems may occur for the client who is not in a pre-trial program. Many jobs require bonding, and often the employer's

bonding company will not bond a person who has a conviction record. This problem can be overcome by applying for federal bonding through the U.S. Department of Labor. The licensing practices in many fields may be another stumbling block for the client with a conviction record, as a conviction may bar her from obtaining the necessary license and pursuing her chosen vocation.

Pre-trial intervention has thus far produced consistently better results with its participants than has normal criminal processing procedures for comparable offenders.[1] Results have been unusually good with the early or less serious offender--recurrence of crime and rearrest rates are lower; job placement and retention are higher.

A major advantage of the program is that a community-based supportive service is much less expensive to administer than incarcerating an offender. In addition, immeasurable values result: avoiding the stigma and psychological trauma of incarceration and being able to reduce sex-role stereotyping in careers by offering non-traditional job choices to the offender. The latter point can have a positive effect for all women seeking better opportunities in the job market.

The need for a career-counseling/job-placement service exists nationally, fits into any community, and can be used in educational institutions, community-based programs, volunteer organizations, residential institutions (such as halfway houses), quasi or governmental agencies, non-profit corporations, probation departments, and jails. The service can be applicable to juvenile as well as adult offenders.

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[1]Arnold J. Hopkins, "Pretrial Intervention Correctional Services: A Diversionary Alternative to Criminal Prosecution," American Correctional Association Congress of Corrections, 1973.

The main point to remember is that female offenders everywhere have been virtually ignored and their needs are common to virtually every community. It is up to us to respond positively with services designed specifically to help the woman offender become self-supporting and to deliver these services to as many people as possible throughout the country.

WHAT YOU CAN DO

set your goals

The first step in planning a pre-trial intervention program for women offenders is to reformulate the problem and need until your objectives are clearly defined. The key to establishing suitable objectives is first to determine overall goals and then to narrow them down to more specific, immediate objectives that will be meaningful to the project staff and clients. Once these are precise, you can choose your best course of action and feasible means of implementation. Clear objectives are essential for program guidance, definition, and future evaluation.

Your main goal should be to seek the best employment opportunities for offender women in your community. This will most likely mean additional efforts to reduce sex-role stereotyping in career choices so that women can enter jobs in non-traditional areas of employment and earn adequate wages in order to become self-sufficient.

The purpose of the goals is to be able to identify the outcomes you desire from a specific program. The following goals represent the concepts developed for one such program, Job Options, Inc. However, it is up to the staff of each program to translate the goals into their own time-limited, measurable objectives.

1. Improve the economic position of the previously unemployed or underemployed participant, or increase her readiness for employment.
   a. Improve the educational and vocational skills of the participant in order for her to improve her economic position.

b. Maintain employment for the tenuously employed participant.

c. Improve various job options for women in fields traditionally dominated by males so that women may obtain economic parity with men.

2. Reduce recidivism (defined as rearrest) and future antisocial behavior.

3. Effect a cost savings to society by diverting the client from the judicial system, reducing the recidivism rate, and improving the client's employability. (This will also reduce welfare and unemployment costs.)

Once you have established specific, usable objectives, the next step is to relate them to the community that will influence your project. In light of data collected and analyzed, you may have to revise objectives and refine effectiveness measures.

develop a plan

assess your community....

The success of a pre-trial intervention program depends heavily on the community's cooperation. Your first concern is to determine what information is needed to implement the project and where to get it. Some information invariably needed: the population to be served, the specific job market, the community in which the offenders live, and what other similar services exist in the area. You will need to determine what form your project will take--non-profit corporation, educational system, government agency--and in what manner it will be utilized. The bibliographies in this manual give some ideas for possible funding sources and related information on agencies throughout the country.

Your assessment of the community should also involve locating support mechanisms to assist women offenders in identifying, acquiring, and maintaining non-traditional (generally better paying) jobs. You will need to give more help to women in this pursuit than you would in securing traditional jobs. Pressures from peers, work, family, and sometimes counseling often reinforce the choice of a traditional career: they may deemphasize

the value of a non-traditional occupation or highlight the resistance a woman may encounter in attempting to enter a non-traditional field.

It is obviously necessary early in the planning process to consult those members of the community who will influence the project's success. Without the cooperation and approval of the courts, prosecutors, corrections departments, and probation offices, effectiveness of the project will be questionable, if at all existent. To begin with, you should expect to receive client referrals from the probation office, especially from their pre-trial program if one exists. The pre-trial program in Pennsylvania, known as the Accelerative Rehabilitative Service (ARD), offers early offenders a chance to have their criminal charges dismissed by the court upon successful completion of their probation period. Job Options, Inc. discovered that in their locality few women were placed in the pre-trial program and some first offender women were never accepted. Therefore, Job Options, Inc. also began working with women from the regular probation office if they were first offenders or had committed only minor offenses. Any client, regardless of the referral office, should be evaluated as to eligibility for your particular program based on the criteria you set.

Similar local services and their supervising agencies are another possible source of guidance for further ideas and discussion of common problems. Cooperation with and guidance from your source of funding will lead to the smooth operation and later success of the program. Regardless of the number of agencies in the community, the more cooperation and approval obtained in the beginning phases of the project, the more success you will have in dealing with these agencies throughout the life of the program.

determine the functions....

The objectives and plans of a project will determine its functions. Once you have estimated the project's tasks, activities, and client population, you can derive staff number and functions, program budget, and office location.

In establishing a location for the service, consider the following factors: the size of the staff, the location of the courthouse and other related services, the proximity to centers of employment, and the availability of public transportation. The location should also allow the staff to respond immediately to employers and back to clients. Since there will be counseling and testing, some private offices will be needed. Size, equipment, and convenience of the facility, do, of course, depend primarily on the funds available.

Organizational planning is a long, tedious chore, but once the rough edges are smoothed over and the course is plotted out, all energies can focus on the initial concern: offering primarily first offender women counseling and job-development services to help them become self-supporting and to alleviate sex-role stereotyping in career choices.

implement the program

phase one – intake screening

Intake screening is an important first step for both the program and the client. Criteria for intake procedures should be based on program goals and resources, as well as client needs. Since a limited client population is necessary to assure effectiveness, the resources of the service have to be considered. You may decide to limit eligibility to first offenders, to those who have a criminal record of minor offenses, and to those who are unemployed or underemployed. Your service may not be equipped to handle severe problems such as drug or alcohol addiction, in which case the client should be referred to another supportive agency that will better serve her.

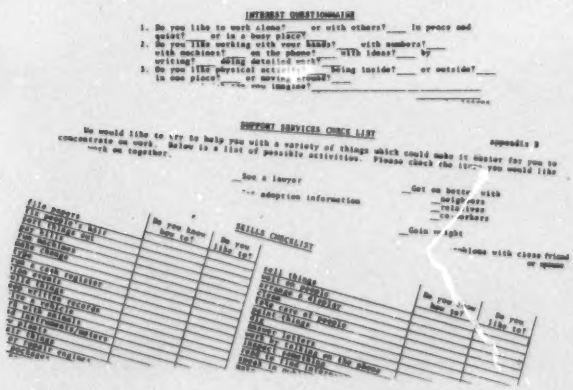
You should explore potential client needs to decide whether the agency can serve them. Education and job histories should be taken, and you should assess the client's desire to secure education, training, or employment (see Appendix A). Any intake information must be handled in a prudent and confidential manner. Potential clients should be assured of this policy so that they feel free to respond openly, without reservations. After the potential client has received information from the staff and opted for the service, acceptance should be determined by consensus of the staff.

phase two – orientation

Once the client and staff decide that this service is the best one for the client, an orientation session should be conducted by the job counselor and job developer. This session orients the new client to the program by explaining its goals and objectives, the client's responsibilities, and the procedure for obtaining the desired outcome(s).

phase three— assessment

After the orientation, an assessment of the client's needs and talents is usually made by the counselor. First, the client's case history is taken. Various methods (formal and informal, written and oral) can be used to assess the client's abilities, but caution should be exercised in finding non-sex-biased assessment materials. (Some standardized tests used by Job Options, Inc. include the Test of Adult Basic Education, the Strong-Campbell Interest Inventory, and the Coppersmith Self-Esteem Inventory.) Testing evaluates the client's educational level, skills, and vocational interests; measures her personal feelings of self-worth; and sets a ground floor on which the client and counselor can begin realistic career goal setting and planning. Some informal assessments Job Options, Inc. has developed include an interest



INTEREST QUESTIONNAIRE

1. Do you like to work alone? ___ or with others? ___ In peace and quiet? ___ or in a busy place?
2. Do you like working with your hands? ___ with numbers? ___ with machines? ___ on the phone? ___ with ideas? ___ by writing? ___ doing detailed work? ___
3. Do you like physical activities? ___ being inside? ___ or outside? ___ in one place? ___ or moving around? ___

SUPPORT SERVICES CHOICE LIST

Appendix B

We would like to try to help you with a variety of things which could make it easier for you to concentrate on work. Below is a list of possible activities. Please check the ones you would like to work on together.

___See a lawyer
___ adoption information
___Get on better with neighbors ___ child care ___ co-workers
___Gain weight
___ childcare with close friend or spouse

SKILLS CHECKLIST

	Do you know how to?	Do you like to?
file papers		
work directly with people		
type letters & memos		
use a typewriter		
use a calculator		
use a computer		
use a video recorder		
use a copy machine		
use a telephone		
use a switchboard		
use a computer terminal		
use a keypunch machine		
use a cash register		
use a microfiche machine

questionnaire, a skills check list, and a support services check list (see Appendix B); informal tools such as these can be customized to the individual project and its clients.

phase four — goal setting

Directly after completing a comprehensive assessment of the client, you should begin the major task of goal setting. The client, with the assistance of the counselor, should first be helped to discard sexist notions of employment and "women's place in the world." The job market should have no boundaries because of sex; the client's concept of employment should focus on a satisfying career no matter what the field. With an open outlook, she can realize her goals and work out a tentative strategy for implementation.

Based on the client's financial obligations and established priorities, the strategy should include employment, job-training, and educational plans as needed to yield maximum benefits. The client-developed plan is a particularly important part of your service because it encourages a sense of responsibility on the part of the participant, which in turn helps to promote a feeling of control over her destiny. Educational plans may include placements to upgrade basic education, such as adult learning centers for competency-based programs, remedial reading programs, or individual tutoring. These placements can be followed by degree or non-degree programs at local community colleges.

One type of referral service developed by Job Options, Inc. and funded under the Comprehensive Employment and Training Act (CETA) is a skills-training center. Giving women the option of receiving extensive pre-training in non-traditional fields such as plumbing, painting, and carpentry greatly

broadens their chances to re-enter the mainstream of society in a productive capacity. The Job Options, Inc. Technical Skills Training Center provides this opportunity.

The first goal of the training center is to stimulate interest in non-traditional work by providing an abundance of "hands on" learning experiences. These experiences are typically self-instructional, self-paced, and evaluated on the basis of performance; they always yield a finished product created solely by the trainee--a rewarding experience.

As the trainee develops interests in specific careers, the staff isolates the skills needed to enter these fields. Through careful and intensive assessment, the instructors then begin to determine what skills each trainee needs in order to qualify at an entry level.

The trainee's weak areas are then improved through an individualized pla. of study designed to make the trainee job ready. For example, one woman wanted to enter the carpenter's union, yet her evaluations showed serious deficiencies in math and tool-identification skills. Although she scored high in mechanical reasoning and demonstrated all the motor skills necessary to hammer and saw, this woman faced two stumbling blocks identified by the training center. To overcome the problem, she received a work/study prescription that included a review of math from grades four through twelve and was required to learn the identity of every tool she used (135 tools in all). After five weeks, she brought her math up to the desired level, learned the tools, and proceeded to pass the union admittance test. Hence, she has explored her potential and expanded her job options.

I' training is needed, the Department of Labor's CETA division should be conta:ted for information about your local prime sponsors. Educational and

training programs such as the Opportunities Industrialization Centers and employment openings offering on-the-job training need to be identified. You should also contact local unions for information on their apprenticeship programs, which include on-the-job work experience plus classroom studies.

Private training programs may be available in your area for various occupations. Where funds for training and education are needed, Basic Educational Opportunity Grants from the U.S. Department of Education are available for low-income persons, and state grants are often available from the State Department of Education. Career development centers at local high schools and colleges can offer information on educational and training opportunities, scholarships, and grants available in your community.

phase five - employment readiness counseling

Effective job performance depends upon the acquisition of accomplished job skills and work-related attitudes and social skills. It is important for the client to acquire the skills in the field she is pursuing--if necessary, through education and training. Just as important, the client must learn to manage everything from competitive work pressure to arriving at work on time. Specifically, the client should be asked to explore her own attitudes and perceptions about her role in society, as well as her potential employer's reactions to her as a female offender. Also, she should understand how sex-role stereotyping and in some cases racism and assumptions about social class may have limited her career choices, hampered her potential, or otherwise affected her.

Barriers that keep the client from prospective employment should be addressed by helping the person learn to cope with and/or overcome them.

One mechanism to alleviate or eliminate barriers is a problem-solving approach, which can range from a simple remedy--assisting a client in obtaining a driver's license--to a complex one--overcoming an employer's prejudice toward her. Sometimes what on the surface may seem simple (e.g., transportation needs) may really involve reluctance to leave the accustomed environment. Whether it be a fear of breaking into an all-male field or a feeling that racial and social discrimination are more prevalent in the suburbs, counselors must be sure the problem is alleviated before proceeding to job placement. Through the counseling process, clients gain the confidence to consider different options and are better prepared to overcome future obstacles by themselves.

On an individual basis, job-readiness counseling and training have been most successful. However, clients can also benefit from weekly workshops designed to stimulate discussion of job-related topics and to enable them to interact with peers. Suggested workshop topics are "Interviews and Interviewing," "Resume and Application Preparation," "How to Get Along on the Job," "Employee Rights and Benefits," and "Non-Traditional Jobs." In addition, simulated job interviews can help the client present herself favorably to an employer; conducting a variety of such interviews can be a useful technique to help the client learn to handle frustration and conflict. The development of a client's habits

in keeping appointments, actively seeking information about possible jobs, providing full information for resume preparation and job applications, presenting herself in acceptable dress, etc., are all considerations in determining job readiness.

phase six – employment search

The client, especially at the outset, should be encouraged to conduct the search on her own to learn self-reliance, responsibility, and the ability to negotiate with the community. That is why it is important for the job developer to keep in-house files and to keep otherwise closed doors open for the client's search. The search should be based upon goals developed by the client, supported by a realistic yet bias-free appraisal of the employment market and her own skills and abilities. The client will use all the learning skills she has acquired through the program: how to present herself to an employer, how to deal with sexism or racism, how to move around the local community, and how to deal with an interview. If the client's search is unsuccessful after a reasonable period, you should offer further assistance based on the program's employment development activities and including, if necessary, accompanying her on interviews.

In order to provide the job-ready client with a large resource of potential employers, the job developer should go into the business community as public relations representative of the agency and advocate for the

client. The job developer should point out to the employer that the service can provide a pool of job-ready people who are willing and ready to work. It should also be emphasized that this service can reduce the employer's hiring risks through the processes of screening, evaluation, counseling and follow-up counseling, and in some cases training. In addition, the job developer may appeal to the employer's sense of community responsibility by offering the opportunity for the employer to (a) provide economic self-sufficiency to those in need, (b) assist in decreasing welfare costs, and (c) lessen the potential for further economically motivated crime. Some employers view this service as a free employment agency, while others see it as a means by which to fulfill necessary affirmative action plans.

The job developer should identify the area's best-paying jobs for which clients may qualify, such as jobs in non-traditional fields and manufacturing plants. Working relationships between the job developer and company personnel managers, affirmative action officers, and trade union representatives need to be developed to facilitate clients' entry into these predominantly male fields. One method to ease this entrance into unaccustomed environments is to arrange tours of the companies. Another method is to keep the companies' application forms on hand at the agency to assist clients in applying for jobs.

When a specific type of job is sought, the job developer and the client together need to use many resources to track down a good opening. Job search sources include the daily newspaper, state employment service, yellow pages of the telephone directory, Chamber of Commerce and other industry directories, college placement centers, state and federal civil

service listings, and even conventional employment agencies for fee-paid positions. Every acceptable position should be discussed, followed up by telephone inquiry, and/or applied for in person or by mailed resume.

The job developer must use discretion as to when to act as the client's advocate and when to allow the client to approach employers independently. Obviously, if an employer has reacted negatively in the past to the service, the client should apply without visible assistance from the service. However, it is helpful if the client can call employers from the agency office so that the job developer can offer suggestions. The job developer should also aid the client in preparing a cover letter to accompany resumes in response to openings.

Before any interviews, the job developer and client should discuss the specific job requirements, policies of the company, if known, appropriate manner and dress, and questions likely to be asked. After the interview, the client's reactions to it and her plans for further action to pursue the position should be discussed. It is important for the client to realize that the job search is not a rejection process, but a positive step toward actualizing her potential.

phase seven - placement

For employment to have a significant effect on the individual, the job must meet the client's needs; usually this means employment in which she has an opportunity to grow. The job developer should attempt to place program participants in jobs suited to their abilities and goals; in positions where employees receive on-the-job training; and in locations and environments that are beneficial to participants.

The client's need for self-support leads the search to placement in non-traditional jobs because these positions usually offer the highest pay; placing any adult in a low-paying, dead-end job such as domestic worker, dishwasher, or other low-level service worker cannot usually be expected to have a positive effect on the individual. However, at times the staff, with the consent of the participant, might place a client in a lower skilled position that pays a moderate wage to give the individual necessary income and successful employment experience for a few months. During this period, the job developer and client continue the search to locate a job that more closely matches her career choice and offers an opportunity for upward mobility.

Successful employment frequently is a continuous climb of gradually improved jobs rather than one quantum jump. Individuals with little employment history may need a number of jobs before they can stabilize. Hence, high job mobility does not necessarily mean failure; it is often part of a steppingstone process in which a temporary position is taken until a career opening is found.

phase eight - on-the-job supportive follow-up service

Job longevity and satisfaction, which are important to employee and employer alike, may be dependent upon the social and work-related pressures that the client faces. An employee's ability to get along with her co-workers and to keep personal, off-the-job problems from influencing work behavior is particularly important.

One of the keys to job retention is supervision, regardless of the background of the employee. Work supervisors generally have been unable or unwilling to cope with the on-the-job behavior of offenders and other

disadvantaged persons when it is incompatible with the effective operation of the firm. Clients need guidance in seeing that they do not become trapped in a non-mobile job situation or tracked into only "women's work."

The amount of risk and inconvenience an employer is willing to accept and tolerate will depend upon how much assistance and cooperation are given by the program's staff. Employers must be made aware that they are receiving an assessed, skilled worker as opposed to someone who might be hired right off the street.

The job developer should be acquainted with the employer, the personnel officer, and the client's supervisor and should be responsible for maintaining liaison with the employer--for example, making a biweekly telephone call to the client's employer (but only if the employer consents). At the same time, the employer should be encouraged to call on the job developer when needed. Employers also see follow-up as an added insurance against what they otherwise might call a risky employee choice.

The program's job developer should assure the newly employed client that she will continue to receive supportive services for on- and off-the-job problems and crises. The job developer should also develop a schedule with the newly placed client for continued counseling at a decreasing level of frequency until the service is no longer necessary. The follow-up should continue for approximately one year after placement (see Appendix C for an example of a follow-up questionnaire).

Each of the eight phases varies in length depending on the individual client's needs, but clients normally go through the various steps prior to follow-up in from one to six months, averaging three months. However, if education or training is needed the time may be extended. If at any time during the process the counselor identifies intervening variables that will

affect the client's job readiness (such as a health problem) she should either refer the client to another agency for additional help or put the client on inactive status until the situation is remedied.

HOW YOU ASSESS IT

evaluate the services

Historically, program evaluation was done by outsiders who, in a week's visit, asked a lot of questions and completed a report that stated what the program was and how well, or how poorly, it was doing. Evaluation techniques have progressed a great deal since then. Evaluation is now an integral part of planning and operations and should be a useful, not threatening, process.

Evaluation should be an ongoing process begun during planning. You should identify potential users to determine the different purposes the evaluation will serve and the questions that need to be answered. Of the numerous possible evaluation designs, the suggested technique for such a program is a "quasi-experimental" design. It entails setting up a control group of people who will not receive the service, but who possess characteristics similar, if not identical, to those of your clients. Data should be recorded on the demography, marital status, means of support, work history and other employment information, education, and criminal involvement of the clients and the control group. The control group is then used as a yardstick against which the performance and the experiences of the program's clients can be measured.

There are three types of measurements that should be used for evaluating the program: effectivemess, impact, and efficiency.

effectiveness

To assess the effectiveness of the service, data should be collected at the intake interview and also at placement and follow-up. Intake interview forms, progress reports, and follow-up questionnaires can be developed so the counselor and job developer can keep a close record of essential information about the client as she progresses through the program. This information can be tallied onto charts that should include demographic information such as race, marital status, number and ages of dependents, and educational level of the client. Economic status should be charted as to source of support at intake, previous job stability, and amount of income. Legal information should include the type of offense (and if it was job related, the sentence, if any), any financial obligations such as restitutions and fines, and whether or not the client is in a pre-trial program or on regular probation. In addition, any arrests subsequent to the individual's becoming an active client should be documented. These charts, when compiled, offer a clear base from which to make comparisons with the control group. An analysis of this data will determine the degree of success in relationship to the original goals.

To assess the improvement of the major goal--participants' economic positions--compare the percentage of increase in employment status and hourly wage at intake and termination with control group tallies.

If you provide in-house educational and training services to clients, pre- and post-measures can be used to evaluate any increase or change. Services making educational and training referrals to other community programs can evaluate effectiveness by comparing the number needing educational and vocational skills with actual placements and by comparing clients with the control group.

Improving the various job options for women in fields traditionally dominated by males is one of the goals. Employment records at intake and placement charts should register a change of jobs by category from "stereotyped" positions such as domestic workers, clerks, and receptionists to "non-traditional" placements in truck driving, union labor, construction, steel work, etc. A definition of "non-traditional" suggested by the U.S. Office of Education's Bureau of Occupational and Adult Education is an occupation in which women represent less than 38% of the work force.

The rate of recidivism--defined as rearrest--is an important measure in evaluating effectiveness. By comparing the number of clients who are rearrested with the control group who had no participation in such a service, the percentage of recidivism can be derived.

The effect of counseling and support on job mobility and stability can be measured only through follow-up after approximately one year. By personal contact or mail, the job developer can keep in touch with clients who have been placed and can measure their stability rate against that of the control group.

impact

Program impact is not as easily quantifiable as effectiveness. In an effort to evaluate the personal and social benefits the service has rendered, keep a record of advocacy activities. Administer a simple self-esteem test to clients to determine and evaluate their feelings about themselves. At the end of the services, a comparison can be made of actual services rendered to clients versus those they requested on the support services check list at intake (see Appendix D).

efficiency

Cost/benefit ratios are the economic measures of program efficiency. The simplest cost/benefit equation is as follows: divide the total yearly budget by the number of clients served. Job Options, Inc. estimates that from 1976-78 it cost, on the average, $1,600 to put a client through the program, as compared with $2,000 to place the client in the local county jail for the same period of time. In such cases, the financial savings can be a most forceful and convincing argument for your program. This simplest type of cost-benefit analysis as a tradeoff between the added cost of the service and an ongoing confinement cost should be used whenever possible.

More comprehensive cost/benefit analyses should include consideration of taxes lost to the state because a person is confined and cannot work, policework costs, court and parole costs, cost of offenses, and loss of production because the offender is confined. These factors are especially important to a pre-trial intervention program because your project can enable the government to avoid all these expenses completely.

Finally, annual reports, including an evaluation of the service, should be written and distributed to the general community and its leaders, to funding sources, and to the court system and other referring agencies. These reports will insure the credibility and success of the program.

client profile

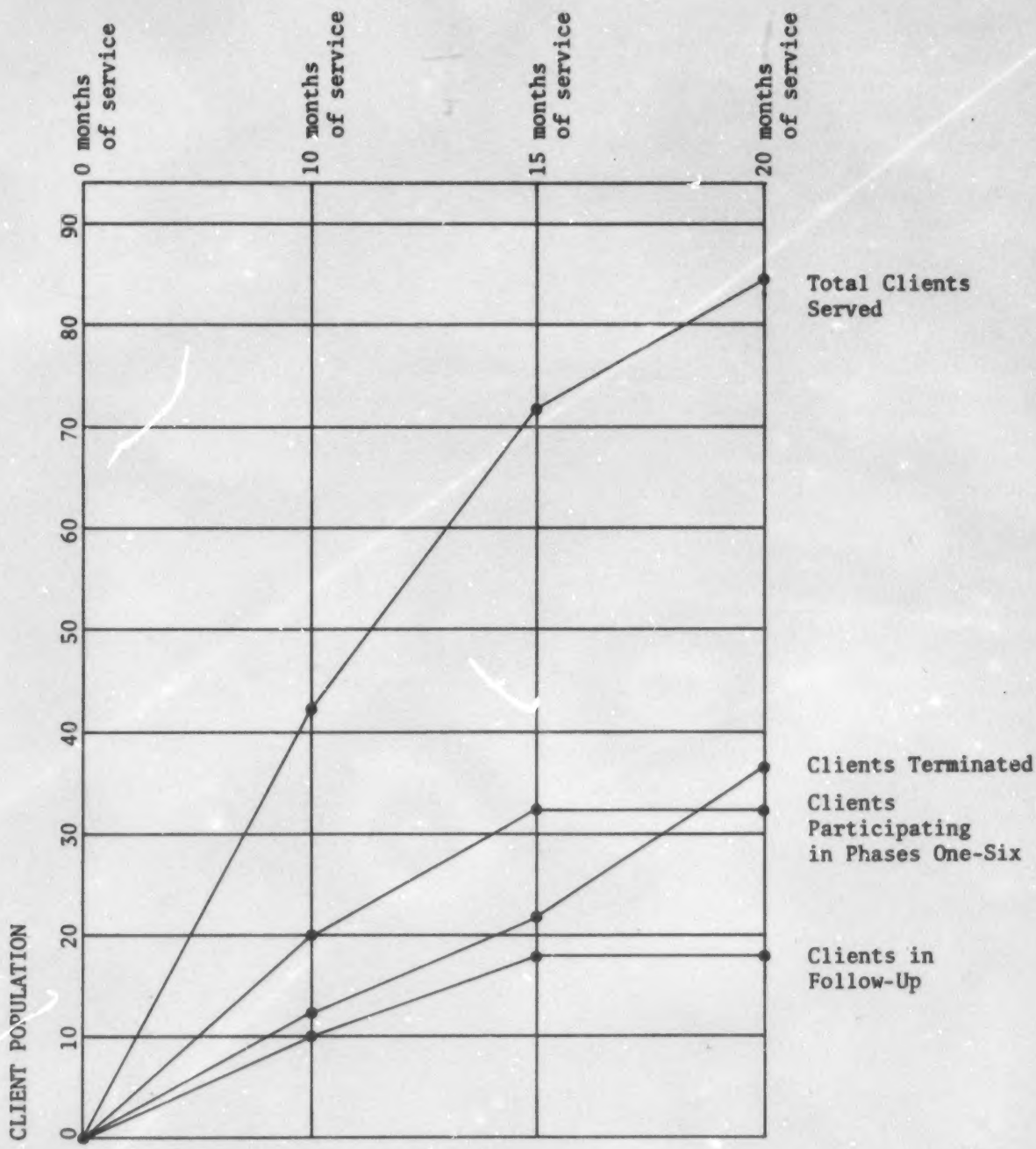
The following client profile is a composite of the Job Options, Inc. pre-trial intervention project. It is hoped that this profile will be another measure by which others can judge the effectiveness of their service.

In twenty months the project served 84 clients. Although 30 others were referred, they either did not qualify or were not interested in the service. These 30 were 26% of the total population referred.

It is important at any given time in the program that the service be able to account for the status of every client from intake through termination. The following figures indicate the final status of this project's clients, which was a fairly constant analysis throughout the program, with the exception of the start-up period.

At any one time, there were usually 39% of all clients in Phases One through Six, 20% in the final follow-up stage, and 41% terminated. A breakdown of the 41% terminated clients shows that two-thirds were classified as positive, which is defined as a successful completion of the program due to self-sufficiency, departure from the project for entrance into another program, or departure due to moving to another locale. The remaining one-third non-positive terminations were due to the individuals' unresponsive attitudes toward the service. In addition, of the 7% clients rearrested, approximately one-half continued active service.

The following chart is helpful in depicting the progress of the service on a regular basis.



The following chart gives complete figures on racial composition.

CLIENT PROFILE BY RACE

	ARD		Probation		Total	
Race	#	%	#	%	#	%
Non-Minority	24	60%	19	43%	43	51%
Minority	16	40%	25	57%	41	49%
Total	40	100%	44	100%	84	100%

The following table breaks down the means of support for the entire population.

MEANS OF SUPPORT

	ARD		Probation		Total	
	#	%	#	%	#	%
Self	6	15%	5	11%	11	13%
Public Assistance	16	40%	32	73%	48	57%
Boyfriend	4	10%	1	2%	5	6%
Parents or Spouse	14	35%	6	14%	20	24%
Total	40	100%	44	100%	84	100%

The support chart clearly indicates that this population is primarily supported by public assistance.

demographic profile

The profile of clients served compares favorably with the project's client profile prior to initiation of the program.

The average age of the 84 clients served was 27 years. Seventy-six percent supported themselves, and 52% were the sole support of an average of 2.2 dependents (41 were minority and 43 were non-minority group members).

Considering the total population at the time they were referred to the program, only 8% were employed, all working in low-skill jobs such as cashier or low-level jobs such as food service worker. The remaining 92% included 57% on public assistance, 30% supported by relatives or friends, 3% unemployed at intake but usually self-supporting, and 2% receiving unemployment compensation. The average completed educational level of all clients referred was grade 10.8.

job and education placements

Sometimes it was necessary that a client be placed in a less desirable job in order to fulfill an immediate financial need while the search for a more suitable position continued. This is reflected in the job placement tallies. Although 33 clients were placed in unsubsidized jobs, there were actually 41 placements made for those 33. The following is a partial list of jobs in which clients were placed: Laborer, Keypunch Operator, Nurse's Aide, Clerk, Steelworker, Encoder Operator, Cement Truck Driver, and Bookkeeper.

The average weekly wage of clients placed in traditional jobs was $120.00, but of those placed in non-traditional jobs it was $230.00 per week. Although non-traditional jobs pay a higher wage, the client who has little experience in the work force is usually more comfortable starting in a

traditional area rather than a non-traditional, or male, field. This fact reinforces the constant need to deal with sex-role stereotyping for the employed as well as the unemployed worker so the client can quickly move upward in the job market.

Twenty-three percent of clients served decided to further their education and training, while 11%--or 9 clients--later went on to be placed in jobs.

To summarize, out of a caseload of 84 clients, over half--or 43 clients--were placed in jobs, educational programs, or both.

IN CONCLUSION

It is anticipated that these figures will assist others in setting realistic goals for planning and evaluating their prospective service. It must be added, though, that solving problems, personal as well as job related, is just as much an integral part of the service as are these compiled figures.

A program's worth cannot be measured only in today's tallies and percentages. Opening doors for a needy offender, watching her progress to self-confidence and self-sufficiency with the service's help, is proof to every staff member of the effectiveness and impact of the service. And the success of the program continues daily in the client's life ahead as a self-supporting, self-confident member of the community who has helped bridge the economic disparity between the sexes.

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Council on Foundations, Inc.
New York, New York 10000

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Publications Office
Office of Management and Budget
726 Jackson Place, N.W.
Washington, D.C. 20503

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Office of the Assistant Secretary Comptroller
Division of Grants Administration Policy
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Administration
Washington, D.C. 20210

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U.S. Department of Health, Education,
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330 Independence Avenue, S.W.
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Washington, D.C. 20531

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Washington, D.C. 20531

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1800 Wisconsin Avenue
Washington, D.C. 20007

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Employment and Training Administration
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501 D Street, N.W.
Washington, D.C. 20213

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Parklawn Building
5600 Fishers Lane
Rockville, Maryland 20852

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330 Independence Avenue, S.W.
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1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

"Starting and Managing a Small Business of
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Public Services Administration
Social and Rehabilitative Service
U.S. Department of Health, Education,
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330 C Street, S.W.
Washington, D.C. 20201

"Women's Educational Equity Act"
(First and Second Annual Report)
U.S. Department of Health, Education,
and Welfare
Office of Education
Washington, D.C. 20201

APPENDICES

INTAKE INTERVIEW FORM (confidential)

Name_____ Date_____ Date of Birth_____

Address_____ Phone #_____

_____ Social Security #_____

Race_____ Primary Language_____

Marital status: single__ married__ separated__ divorced__ widowed__

Children: Name Age Whereabouts

1._____

2._____

3._____

4._____

Emergency contact: Name_____ Phone_____ Relationship_____

Education: Highest grade completed_____ Occupation_____

School/Other Training Course Dates

1._____

2._____

3._____

Work status: unemployed___ employed___ Hours per week_____

Current employer_____ Salary per hour_____

Type of work_____ Current work schedule_____

Specific duties_____

Sought work while on probation_____ Probation officer help_____

Now like to work_____ or to find different work_____

Want to get more training_____ more education_____

General health: excellent_____ good_____ poor_____

Particular health needs or problems, last 2 years_____

_____

Current source of economic support: self_____ spouse/boyfriend_____

parents_____ unemployment_____ welfare_____ AFDC_____ weekly total_____

Available transportation: car__ public__ other__ none__ Driver's license__

If suspended, dates_____

INTAKE 2

LEGAL INFORMATION (confidential)

Probation Officer_____ Department_____

Charges from this arrest_____

Co-defendants _____male_____female_____Disposition_____

Special conditions_____

Costs_____Fees_____Fines_____Restitutions_____Total_____

Amount paid to date_____First offense? yes____no____

Former charges: Date Conviction Disposition

_____

_____

_____

After this arrest, was bail or nominal bail posted?_____

If so, how much?_____Was it later lowered?_____To what?_____

Were you detained in jail?____Which one?_____How long?_____

Were you released on your own recognizance?___Who raised bail?_____

Were you required to plead guilty or innocent?_____

When?_____To whom?_____What was your plea?_____

Did you have a private lawyer?_____or public defender?_____

Were you told about ARD?____By whom?____Was it offered to you?_____

Why did you decide to go on ARD?_____

When was your trial?_____Which judge?_____

Was there a jury?_____A pre-sentence investigation?_____

What was your job or income source at arrest/offense?_____

Did you lose your job because of being arrested?_____

_____

Status: mutual acceptaance____date____or rejection, by_____

Basic Education Test: Reading_____Math_____Language_____

Coppersmith Score: Pre_____Post_____

appendix A

Work History since school (most recent first) (confidential)

Name & Address of Company	Supervisor	Title & Duties	Salary per Hour	Dates to and from	Hours per Week	Reason for Leaving

INTEREST QUESTIONNAIRE (confidential)

1. Do you like to work alone?____or with others?____In peace and quiet?____or in a busy place?____
2. Do you like working with your hands?____with numbers?____ with machines?____on the phone?____with ideas?____by writing?____ doing detailed work?____
3. Do you like physical activity?____being inside?____or outside?____ in one place?____or moving around?____
4. What ideal job can you imagine?_____
5. Do you like being in charge of others?___having a boss who leaves you to work alone?____or one who checks up on you often?____Do you like working on a team?____
6. Do you like a very organized job or office?____Do you like organizing your own time?____
7. Are you comfortable with new things at work?____Are you willing to have work which involves risks?____or do you prefer a secure job?____
8. What kinds of leisure activities do you like?_____ _____ active or passive ones?_____
9. List some of the things you can't stand doing._____
10. Do you like to work fast or slow?____do the same things over and over?____or a variety of things?____
11. What things do you do well?_____
12. Do you mind traveling far to work?____Would you be willing to work downtown?____in the suburbs?____near home?____at home?____
13. Would you like to work for the state?____in private business?____ in a social service agency?____a store?____a factory?____ a school?____Where else?_____

14. What minimum salary would you need to start off?_____What salary would you like to move up to in say a year's time?_____

15. What kind of co-workers do you prefer? women____men____both____ all ages____young____mature____

16. Do you want to work where there are few workers?____or in a large organization?____or middle-sized?____

17. What benefits are most important to you? long vacations____lots of sick days____health coverage____for your children too____life insurance____retirement____others_____

18. Are you competitive?____do you work best under pressure?____Do you want a challenging job?____or an easy one?____

19. What is the most satisfying thing you ever did?_____

_____

the best job you ever had?_____

the worst?_____

20. What would you most like to change or have changed about your work situation?_____

about your personal life?_____

21. Which of these <u>are</u> (not <u>should be</u>) important to you? security____ popularity____status____helping others____approval____feelings of belonging____power____glamour____achievement____wealth____ affection____What rewards mean the most to you?_____

22. What things are you best trained to do?_____

If you take more training or education, what things would you like to learn?_____

23. Would you be willing to travel on a job?____be transferred?____

24. Did you like school?____What was best about it?_____

What was worst?_____

Name:_____Date:_____ appendix B

SKILLS CHECK LIST (confidential)

	Do you know how to?	Do you like to?
file papers		
fix people's hair		
sort things out		
pay bills		
run machines		
make change		
type		
run a cash register		
plan events		
build things		
keep written records		
drive a vehicle		
work with animals		
read instruments/meters		
grow plants		
repair things		
use or repair engines		
wrap packages		
test new products		
cook		
assemble things		
make deliveries		
sew		
interview people		
demonstrate things		
cut fabric		
persuade someone		
work with your hands		
run a meeting		
dance		
organize people		
follow directions		
volunteer your help		
play sports		
wash and iron		

Name: Date:

	Do you know how to?	Do you like to?
sell things		
wait on people		
arrange a display		
clean		
take care of people		
paint things		
dig		
answer letters		
work by talking on the phone		
inspect something		
read to find information		
speak in public		
make a poster		
work with chemicals		
lift and carry		
design things		
succeed with limited resources		
be in charge		
do arithmetic		
buy supplies		
sell an idea		
teach		
measure things		
sing		
make decisions		
help sick people		
give people information		
clean up		
pack and unpack objects		
draw		
manage other people		
write ideas		
work out problems		
make or fix furniture		
take care of children		
make things out of metal		

appendix B

SUPPORT SERVICES CHECK LIST (confidential) appendix B

We would like to try to help you with a variety of things that could make it easier for you to concentrate on work. Below is a list of possible activities you may want to do. We can help you in accomplishing these. Please check the items you would like to do.

__Fix my car
__Learn to drive
__Get a car
__Find day care or a babysitter
__Take child to doctor
__Get children clothes
__Talk to child's teacher
__Be more patient with children
__Learn to read better
__Get a scholarship
__Finish high school
__Learn a trade
__Go to college
__Learn secretarial skills
__Get a social security card
__Find out my rights as a
  __tenant
  __employee
  __woman
  __minority
  __citizen

__See a lawyer
__Get adoption information
__See a doctor
__Get eyeglasses
__Get a Pap smear & breast exam
__Lose weight
__Get birth control
__See a dentist
__Find a better job
__Buy tools for a trade
__Get VD test
__Get a pregnancy test
__Take a hearing test
__Get a Medicaid card
__Get a flu shot
__Learn about nutrition
__Apply for food stamps
__Get emergency food
__Stop drinking

__Get on better with
  __neighbors
  __relatives
  __co-workers
__Gain weight
__Work on problems with close friend or spouse
__Have a baby
__Get married
__Get off drugs
__Learn more about taxes
__Apply for welfare
__Get support payments
__Learn how to budget money
__Earn a better salary
__Find new housing
__Get a telephone
__Learn to fix things at home
__Get clothes for work
__Take a civil service test
__Get driver's license
__Other_____
_____

Name: Date:

CLIENT FOLLOW-UP QUESTIONNAIRE (confidential)

I. Name: _____

II. Address: _____

III. Are you working now? _____

If yes, where? _____

If yes, what is your current job title & description? _____

_____

IV. Did Job Options help you find the job you have now? _____

A. If you are still employed in a job Job Options helped you find, answer:

1. Do you still like your job? _____
Why/why not? _____

2. Have you had any problems on your job? _____
Explain: _____

3. Have you gotten a raise since you began this job? _____
If so, what is your new salary/hour? _____

4. Have you been promoted or had your job duties changed since you began this job? _____
What is your new job or title? _____

5. Do you expect to get a raise or promotion soon? _____

6. Have you been evaluated by your supervisor? _____
If so, what were the results of that evaluation? _____
_____

B. If you are no longer working at the job Job Options helped you find, answer:

1. When did you leave the job Job Options helped you find?
_____

2. What were the circumstances of your leaving? _____
Did you resign? _____ Were you dismissed? _____
Were you asked to resign? _____ Explain: _____
_____

3. Have you found a new job? _____

4. If not, would you be interested in having Job Options help you find another job? _____

Thank you for your cooperation.

SELF-ESTEEM INVENTORY

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check in the column "LIKE ME."

If the statement does not describe how you usually feel, put a check in the column "UNLIKE ME."

There are no right or wrong answers.

		LIKE ME	UNLIKE ME
1.	I spend a lot of time daydreaming.		
2.	I'm pretty sure of myself.		
3.	I often wish I were someone else.		
4.	I'm easy to like.		
5.	My friends and I have a lot of fun together.		
6.	I never worry about anything.		
7.	I find it very hard to talk in front of a group.		
8.	I wish I were younger.		
9.	There are a lot of things about myself I'd change if I could.		
10.	I can make up my mind without too much trouble.		
11.	I'm a lot of fun to be with.		
12.	I get upset easily at home.		
13.	I always do the right thing.		
14.	I'm proud of my work.		
15.	Someone always has to tell me what to do.		
16.	It takes me a long time to get used to anything new.		
17.	I'm often sorry for the things I do.		
18.	I'm popular with people my own age.		
19.	My family usually considers my feelings.		
20.	I'm never happy.		
21.	I'm doing the best work that I can.		
22.	I give in easily.		
23.	I can usually take care of myself		
24.	I'm pretty happy.		
25.	I would rather do things with people younger than I.		
26.	My family expects too much of me.		
27.	I like everyone I know.		
28.	I like to be called on to give information.		
29.	I understand myself.		
30.	It's pretty tough to be me.		
31.	Things are all mixed up in my life.		
32.	People usually follow my ideas.		
33.	No one pays attention to me.		
34.	I never get yelled at.		
35.	I'm not doing as well as I'd like to.		
36.	I can make up my mind and stick to it.		
37.	I really don't like being a woman.		
38.	I have a low opinion of myself.		
39.	I don't like to be with other people.		
40.	There are many times when I'd like to run away from things.		

appendix D

		LIKE ME	UNLIKE ME
41.	I'm never shy.		
42.	I often feel upset.		
43.	I often feel ashamed of myself.		
44.	I'm not as nice looking as most people.		
45.	If I have something to say, I usually say it.		
46.	People pick on me very often.		
47.	My family and friends understand me.		
48.	I always tell the truth.		
49.	Some people make me feel I'm not good enough.		
50.	I don't care what happens to me.		
51.	I'm a failure.		
52.	I get upset easily when I'm yelled at.		
53.	Most people are better liked than I am.		
54.	I usually feel as if my family is pushing me.		
55.	I always know what to say to people.		
56.	I often get discouraged.		
57.	Things don't usually bother me.		
58.	I can't be depended on.		

JOB OPTIONS: FIRST OFFENDER WOMEN
SCRIPT

FRAMES 1 & 2 — Logo/name/title

FRAME 3 — Today, more and more women face a critical life situation in which they have no alternative but to be self-supporting.

FRAME 4 — Many of these women are economically disadvantaged, undereducated and unskilled. All too often, she will also be the sole supporter of children, making her need for self-support a real and hard-felt necessity.

FRAME 5 — The disadvantaged woman has few options open to her. Only with exceptional good luck will she find a decent paying job, even one above the poverty level. Most will find the doors to gainful employment closed.

FRAME 6 — With opportunities seemingly nonexistent or out-of-reach, she may then turn to economically motivated crimes....shoplifting, forgery, larceny or prostitution, whatever is necessary to survive.

FRAME 7 — Crime can only provide short-term solutions to her economic problems. She will constantly be faced with the prospect of arrest, remain alienated from society, and further increase the odds against her ever achieving a decent livelihood and life for her and her children.

FRAMES 8 & 9 — The woman who is arrested and sent to prison faces an even worse situation. (9) She becomes separated from her children,

FRAME 10 spends needless time in jail cells, and will have to carry the "offender" stigma with her throughout her life.

FRAME 11 She will always be considered by some as undesirable, unwanted by society, and unworthy of assistance. She will not receive any specialized training or education as she is among a small, overlooked minority.
As an inmate her assigned work is the most menial, that of unskilled labor.

FRAME 12 So she sits in jail and contemplates life when she gets out....life supported by the only means she knows, welfare and crime.
How can we change this picture?

FRAME 13 By assisting the offender woman before incarceration by providing a positive, direct plan of action, we can help turn her away from what would be a bleak future toward one that offers hope and promise.

FRAME 14 Immediate assistance at this point can redirect her life. With understanding, help and guidance she can become a productive member of society. More than anything she needs a job that will provide above-poverty-level income and opportunity for future advancement. A good job is the key link to becoming self-supportive, to decreasing the possibility of reversion to crime, and to reenforcing her own feelings of self-worth.

FRAME 15 A broad range of job options must be open to her, especially occupations in which the benefits and salary are high. In today's society, these jobs are usually found in male-dominated fields. The problem is not only to train women for such jobs, but to help them gain entry into these fields.

FRAME 16 To address the multiple problems of the female offender, a career counseling and job placement program was begun in Dauphin County, Pennsylvania. It was funded under the Women's Educational Equity Act.

FRAME 17 It is operated by Job Options, Inc., in connection with the existing pre-trial intervention program of the courts, which responded to the belief that effective assistance

FRAME 18 in the community will serve selected offenders and the community better than incarceration.

FRAME 19 Results have been unusually good with the first or less serious offender. Rearrest rates are lower; job placement and retention higher.

FRAME 20 Also, the value of avoiding the stigma and psychological trauma of incarceration is immeasurable.

FRAME 21 To understand the significance of the job options program it is important to face the fact that female offenders everywhere have been virtually ignored. Not so surprisingly, their situation and needs are similar in every part of the country. And now, something can be done.

FRAME 22 A positive response by your community can be to help redirect first offender women at the initial stages of criminal involvement by establishing a program for job placement and career development through pre-trial intervention.

FRAME 23 The success of the service depends largely on the ability to tailor-make a program to work within the community in which it will be situated.

FRAME 24 Population, job market, the criminal justice system, and other related elements and services already existing in the community need to be considered when setting program goals and objectives.

FRAME 25 You will need to decide what form the service will take -- a private or community-based organization, or part of an existing public agency.

FRAME 26 Then the source of client referrals also needs to be considered. They could come through the community's pre-trial program, if one exists, or the regular probation office.

FRAME 27 Under the pre-trial program, first offenders are offered a chance to have their criminal charges dismissed by the court upon successful completion of a specified period under supervision. Elimination of the conviction record removes a major job-search stumbling block for the offender.

FRAME 28 From the outset, a good, cooperative relationship should be established with the probation office.

FRAME 29 The focus should be on how best to assist the offender woman in becoming self-sufficient in your particular community.

FRAME 30 Next the staff and location of the service need to be chosen. Of course, you will want the service located near the courthouse, major employment centers,

FRAME 31 and public transportation in order to be most effective.

FRAME 32 Now, you're ready to open the front door and get down to the business at hand:

FRAME 33 ...offering offender women counseling, training and job placement assistance so they will have more job options, even in those fields traditionally closed to women, that provide career development and better pay.

FRAME 34 To get a clear picture of how the program works, let's follow typical clients at Job Options.

FRAME 35 Upon arrival at the service, an applicant is interviewed both for her benefit and the program's. The potential client is asked about her attitude and commitment toward employment, job training, and education.

She, along with all applicants, should:

FRAME 36 --be a first offender or have a criminal record of only minor offenses;

FRAME 37 --be underemployed or unemployed;

FRAME 38 --be interested in obtaining training, education or employment; and

FRAME 39 --not be drug- or alcohol-dependent.

FRAME 40 Once the client and staff have both agreed upon her entry into the service, a counselor explains the program, its goals and objectives,

FRAME 41 the client's responsibilities, and how they will work together to obtain a good job and better future for the client.

FRAME 42 An assessment of the client's needs and talents is then made through various methods of testing educational level, skills and vocational interests, and the client's personal feelings of self-worth.

FRAME 43 These informal assessments provide the groundwork upon which the client and counselor can begin setting and planning for realistic career goals.

FRAME 44 Her chosen course may include training or educational placements as well as employment.

FRAME 45 If she decides on training, one opportunity that Job Options established was an extension of itself. Their technical skills training center

FRAME 46 prepares clients for a variety of nontraditional fields of employment such as drafting, carpentry, plumbing and mechanics.

FRAME 47 The center's approach concentrates on understanding basic skills such as mechanical reasoning or manual dexterity that can translate into many different occupations.

FRAME 48 It then provides "hands-on" skill training for entry-level jobs so women can begin to overcome the barriers that have locked them into limited occupations.

FRAME 49 If education is included in her plans, placements can be made to upgrade basic education such as in high school equivalency programs. This can be followed by degree or non-degree programs at local community colleges.

FRAME 50 When the client seeks employment, either after training and education or due to financial need at the outset of the service, it is important that she first learn to manage work-related attitudes and pressures before the job search begins.

FRAME 51 She is shown how to go on an interview, fill out an application, write a resume, and is given suggestions for favorably presenting herself.

FRAME 52 Then the actual job search begins. Every acceptable possibility is discussed with the client, followed up by telephone inquiry, and/or applied for in person or by mailed resume.

FRAME 53 The job developer keeps in touch with major employers in the community. She presents the program in a positive light, demonstrates the need for and shared benefits of employing an offender woman who is trying to build a better life through meaningful employment.

FRAME 54 When the interview is arranged, the client can arrive confidently, knowing that the job developer has already opened the employer's doors for her.

FRAME 55 Although the client is encouraged to conduct the search on her own to learn self-reliance and responsibility, the

FRAME 56 job developer finds herself many times accompanying the client to interviews because of transportation needs, or simply for encouragement and companionship.

FRAME 57 At the earliest convenience, post-interview discussion between the client and job developer takes place to go over the possibilities of that particular job or to plot further strategies in the job search.

FRAME 58 Then the day arrives when the job developer hears the words "I got a job!" from a happy client.

FRAME 59 For this placement to have a significant effect on the client, the job must meet the client's needs:

FRAME 60 adequate wages; and

FRAME 61 a position where the client receives on-the-job training with an opportunity to advance.

FRAME 62 To help assure a continuing good working relationship between the client and employer, the job developer offers supportive follow-up service for at least one year after placement.

FRAME 63 To the client, the job developer offers counseling on social and job-related problems which the client may face.

FRAME 64 To the employer, added insurance against what the employer otherwise might consider a risky employee choice.

FRAME 65 This follow-up should be scheduled on a decreasing level of frequency until the service is no longer necessary and the client is a capable, confident, self-supporting woman of the community.

FRAME 66 And how is the service itself progressing?

FRAME 67 An essential part of the service should be its own built-in evaluation system, to be sure it's doing the best possible job.

FRAME 68 Records should be kept in order to keep an accurate account of clients and program operations, and to judge the service's effectiveness.

FRAME 69 The evaluation, along with proof of each successful and gainfully employed client, measures the success and impact of the program on women offenders.

FRAME 70 The goal ahead is to help as many female offenders as possible to become self-confident, self-sufficient members of society.

FRAME 71 In each community across our nation, we can find these disadvantaged and forgotten women who are trapped in a life without opportunity or hope. We can change this by establishing a pre-trial program of career counseling and job placement in every community.

-END-

FRAMES 72-76 Credits

CE 024 859

Order Form

Job Options: First Offender Women ...a pre-trial intervention program.

Individual Items	Quantity	Unit Price	Total
Manual, 64 pp.		$1.50	
Filmstrip and Audio-cassette (color, 12 minutes, script included)		$3.50	

Subtotal _____

Shipping _____

TOTAL AMOUNT OF ORDER _____

PURCHASE ORDER # _____

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edc

JOB OPTIONS: FIRST OFFENDER WOMEN

Career Counseling
Job Placement in Nontraditional Fields
Pre-trial Intervention Program

What?

The female offender has had few services and opportunities available to help her redirect her life. This manual and accompanying filmstrip describe a pre-trial intervention program conducted in south central Pennsylvania, offering intensive career-counseling and job-placement service with emphasis towards placing participants in nontraditional jobs. Women successfully completing this positive probation period do not go to trial and are given an opportunity to have their charges dismissed. Without the "offender" stigma, employment options are increased, the rearrest rate is often reduced, and these women have a better chance of becoming self-confident, self-supporting members of society.

The manual describes how to set up and operate a similar program. The experience of one client who participated in the Pennsylvania program is highlighted in the filmstrip.

Special equipment needed: Filmstrip projector, screen, and audio-cassette player

Who?

Probation department personnel
Jail officials
Prisoner advocacy groups
Women's organizations
Law school faculty and students
Criminal justice planners and researchers
Employment counselors
Traditional and alternative school personnel

How?

Use the manual and filmstrip when conducting awareness sessions focusing on the needs of first offender women, and as a resource when designing pre-trial intervention programs and counseling services assisting women entering nontraditional job fields.

Developed By:

Job Options, Inc.
Harrisburg, Pennsylvania
Project Director: Marilyn Goldman

Under a grant from:
Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
Office of Education